|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Brittany Baldwin, Anna Potts, Michelle Lee** | | **Grade: 2nd** | | | **Date(s)**: August 31, 2012 (Day 1) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 2: T-Chart** | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? * How do characters develop throughout a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Ronald Morgan Goes to Bat Patricia Reilly Giff – Reading Street textbook**  **Crayons/Markers**  **Chart paper**  **PowerPoint**  **Paper**  **Phonics Worksheet** | | | | **biography-** an account of a person’s life written by another person  **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **Story Vocabulary Words**  **Compete, contribute, recreation deserve, mope, actuate, aloft tinker** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards:**  **RL.2.3**. Describe how characters in a story respond to major events and challenges.  **RL.2.1**. - Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **I Can Statement(s):**   * I can describe how characters in a story respond to challenges. * I can answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.   **Instructional Plan:**   * Introduce story vocabulary using Amazing Word Vocabulary from Ronald Morgan Power Point. * Students will demonstrate understanding of content vocabulary by working in groups to act the meaning of the word. * Teacher will explain how Ronald Morgan is a realistic fiction story. Compare and contrast realistic fiction and biographies. * Students will read the story together with a partner. Students will sit “knee to knee, nose to nose, and face to face.” Students will practice sitting in this manner and go over the procedures and expectations for shared reading time. * Teacher will model how to ask good questions using 5W’s and how as sentence starters. * Teacher will also model how to answer questions orally and written in complete sentences. * Students will then independently create 6 questions beginning with the 5Ws and how. * Students will work with a different partner and practice asking and answering questions both orally and written. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Writing**  **Standards:**  **W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **I Can Statement(s):**   * I can analyze and write about how a character responds to events in a story.   **Instructional Plan:**   * Introduce T-Charts to students and explain that this organizer will help us to determine how a character responds to events or challenges they faced (connect to problem and solution T-Chart for rules.) * Model how to complete the organizer by creating an anchor chart. Complete 1 full entry on the chart. * Students will then volunteer other events and challenges faced by Ronald. Work together to complete at least 2 more entries onto the chart. * Independently, students will then add the character response for the last 2 entries. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Word Study**  **Standards:**  **L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  **RF 2.3b** Know and Apply vowel teams.  **I Can Statement(s):**   * I can determine the meaning of unknown words and phrases by using context clues. * I can spell words using the vowel team ai and ay.   **Instructional Plan:**   * Teacher will model a word sort using short vowel sounds. * Teacher will pass out bags of spelling words to each table group. * Students will work as a group to sort their spelling words into 2 different categories. * Students will complete phonics activity independently to show understanding of the placement of these vowel teams within a word. (p.2) * <http://www.steps2learning.co.uk/resources/xx39944/51_phonics_-_ai___ay___5_pages__28032.pdf> | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **I Can Statement(s):**   * I can ask and answer appropriate questions in complete sentences.   **Instructional Plan:**  **\***See reading plans above | | | | |
| **Closing/Summarizing Strategy** | Give students a scenario and have students to write about how they will respond on a sticky note. Students will walk around and share with each other their responses and find other classmates who have the same response. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can add another column to the T-chart explaining how he/she would have responded to that event/challenge and why. | | Students can complete a teacher-created sorting activity where they are required to match the challenges that a character(s) encounters in a text with the character’s response to that event/challenge. | | | Teacher has “character’s response” and “event/challenge” sections completed and student will identify and record the character. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on how well they ask and answer questions with their peers. Students will also be assessed on completing their T-Chart. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*